DOCUMENT RESUME

ED 073 213 UD 013 321

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TITLE	Urban Teacher Training: A Multi-Agency Identification of Program Elements and Establishment of Criteria for Determining Curricular Content. Final Report.
INSTITUTION	Portland State Univ., Oreg. School of Education.
SPONS AGENCY	National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
BUREAU NO	BR-1-J-045
PUB DATE	8 Dec 72
GRANT	OEG-C-X-71-0034(057)
NOTE	54p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Admission Criteria; *Community Involvement; Community Resources; Curriculum Development; Ecology; Public Schools; Public School Teachers; *Schools of Education; Teacher Attitudes; Teacher Characteristics; Teacher Education; *Teacher Education Curriculum; Teacher Qualifications; *Urban Education; Urban Teaching

ABSTRACT

In June of 1971 there were many fragmented efforts attempting to deal with the problems of ecology and ekistics and the kinds of material which should be included in the curricula of the public schools and in the training and retraining of public school teachers. The purposes of this study were to: (a) design a system which would encourage participation of people from many sectors to produce suggestions on content and techniques which should be a part of urban education and teacher preparation; (b) establish criteria for the selection of curricular content for the training of urban teachers; and, (c) identify some elements to be included in an urban teacher education and re-education program. This study had a primary emphasis on a prescribed "brainstorming process" involving eight selected groups. The results indicated that approximately half of the list of preferred qualities for teachers generated by the groups related to personal traits which are ordinarily considered a part of a student's personality at the time he applies for admittance to the teacher training program. Approximately half of the favored quartile characteristics related to teaching techniques, methodology, and interpersonal relations. One conclusion suggested by the study is that Schools of Education should give more attention to the selection of applicants. (Author/JM)

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Project No. 1-J-045
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URBAN TEACHER TRAINING: A MULTI-AGENCY IDENTIFICATION OF PROGRAM ELEMENTS AND ESTABLISHMENT OF CRITERIA FOR DETERMINING CURRICULAR CONTENT

December 8, 1972

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

National Center for Educational Research and Development
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AUTHOR'S ABSTRACT

The purposes of the study were to (a) design a system which would encourage participation of people from many sectors to produce suggestions on content and techniques which should be a part of Urban Education and teacher preparation, (b) establish criteria for the selection of curricular content for the training of urban teachers, and (c) identify some elements to be included in an urban teacher education and re-education program. This study had a primary emphasis on a prescribed "brainstorming process" involving eight selected groups.

The results indicated that approximately half of the list of preferred qualities for teachers generated by the groups related to personal traits which are ordinarily considered a part of a student's personality at the time he applies for admittance to the teacher training program. Approximately half of the favored quartile characteristics related to teaching techniques, methodology and interpersonal relations.

Conclusions suggested by the study are that Schools of Education should give more attention to the selection of applicants and that predictive instruments and procedures should be developed for identifying candidates with positive personality characteristics. The second conclusion is that much more attention should be given to techniques, methodology and interpersonal relations at the undergraduate level with supervised teaching upgraded to an experience longer than the traditional one academic quarter.

Final Report

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Portland, Oregon

December 8 , 1972

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Research and Development

ED 013321

INTRODUCTION

In June of 1971 there were many fragmented efforts attempting to deal with the problems of ecology and ekistics and the kinds of material which should be included in the curricula of the public schools and in the training and retraining of public school teachers. This proposal was conceived to coordinate these efforts and concerns and to utilize community-agency resources in the identification of problems to be addressed, and the elements and the methods which should be included in such educational programs.

In order to carry out the purpose of this study three discreet components were included in the original proposal:

Component I. Design a system which will encourage multi-agency input and communication establishing the kinds of concepts, principles, facts and techniques desirable in urban curriculum.

Component II. Establish a criteria for the selection of curricular content in K-12 educational program based on multi-agency input.

Component III. Identify elements essential to a teacher education and re-education program which would provide the preparation necessary for the implementation of urban curricula.[1]

The keystone in the pursuit of the three components was to be a heavy emphasis on the use of group processes. These processes were designed to provide input from a relative large number of people and involve them in ways which might have a "spin-off" or catalytic effect to continue the effort after the official study was completed. It was planned that the spin-off could occur during the study as special problems were identified and subsequent to the ending of the study with such spin-offs extending the life and effort of the original proposal.

METHOD AND PROCEDURES

There were several important steps in moving the many valuable input sources towards the three components of the study.

Component I. Design a system which will encourage multi-agency input and communication in establishing the kinds of concepts, principles, facts and techniques desirable in urban curricula.

The first step was to draw together those people with appropriate backgrounds to assess the needs which must be met in the design of this system. An ad hoc advisory committee was appointed.[2] A second step was for the advisory ad hoc committee to determine what

other people or agencies were potential resources for the development of the system.

The ad hoc committee aligned itself with two newly formulated groups working on projects allied to this study. These groups agreed to share research and input with our group.

Group I -- The Environmental Clearinghouse Board[3]

Stated Purposes of Clearinghouse:

(a) to develop environmental education curriculum

(b) to develop environmental education material

(c) to involve teachers in environmental inservice

(d) to assist in development and coordination of teacher education programs which reflect the . . . needs of public schools

(e) to encourage projects in inservice and preservice teacher education programs

Group II -- Portland Area Training Complex Purpose[4]

Stated Purpose: To develop a Complex for the effective preservice and inservice training of teachers.

The third step[5] as outlined in the proposal was to build a reservoir of ideas through "brainstorming" and other techniques and then synthesize several tentative systems.

Analysis of the Board membership and operating procedures of the Environmental Clearinghouse and the Portland Area Training Complex gave assurance that these two groups could be the sensors for input and the communication system for most of the agencies concerned with ekistics teacher training and curriculum in the metropolitan Portland area.

As a result of the ad hoc committee brainstorming sessions it was decided to conduct an open-ended study of selected samples of the community to determine what they thought should be included in the selection, training and re-training of teachers of the Portland urban community.

Component II. Establish a criteria for the selection of curricula content in a K-12 education program based on multi-agency input.

A first step is to review current educational literature relating to criteria.

A composite second step was to select or develop several ideas for establishing criteria and share these with the standing committee The included references were chosen as representative of the feelings of the committee:

"As a man respects himself, so he will respect his own nature in other men. Self-respect is the true means for uniting mankind."

From: The Education of Man
By: Henrich Pestalozzi

Extending the importance of what is done about the idea, Whitehead pointed out that 90 percent of our life is governed by emotion.

Arthur Pearl, in 1965, wrote of the poor as having "a poor self-image, a greater sense of powerlessness, a more fatalistic attitude toward life, a lack of future orientation."

An official quoted, in the Newsletter of the National Committee for Support of the Public Schools, Volume II, No. 3, dated October 1966, that it was imperative that we concentrate on the projects which aim to change the self-concept.

In 1954 Julian B. Rotter in his book, Social Learning and Clinical Psychology, recognized this feeling (a poorer self-image) and related it to the ability, or lack of it, to function successfully.

"The goal of the schools should be essentially to stop turning out children who think they are failing . . ."

Glasser

"Such an important item as the child's self-concept correlates positively with the child's perception of the teacher's feeling toward him."

Miller & Woock, p. 174
Social Foundations of
Urban Education

Arthur Combs stated that one's positive self-concept is probably the most important possession he has. He goes on to say that schools need to remove those barriers from learning and reinforce those things which build positive self-concept.

From this involvement, the criteria was developed, modified, and adapted into a refined form. This criteria was then field tested by selected groups of experts, parents, and students. In a sort of "Gestalt" phenomenon, the project criteria became: "Will it build/renew the positive self-concept of teachers and in turn build/renew the positive concept of students?" (will it improve enthusiasm? cognitive skills/confidence? affective skills/confidence? psychomotor skills, self-confidence?)

Component III. Identify elements essential to a teacher education and re-education program.

The review of literature in the field ranged from those broad and ill-defined characteristics usually attributed to boy scouts (i.e.,loyalty, diligence, etc.) to the vast newer emphasis relating to competency-based teacher education. Both ends of this spectrum purport to begin with the decision of what we want the student to look like and what skills and knowledge are expected of him after he has been to school, and then work backwards towards the skills, knowledge and training the teachers should have to help the students realize these goals. This approach was not appropriate to this study because our investment was short termed, because of the cost constraints of time and money, and because of the urgent and immediate need to offer assistance to teachers in the field. In addition, a Task Force was being reorganized to redesign the matrix of the School of Education at Portland State University and immediate input from the study was needed. While there is great promise in competency-based teacher education and many State Departments of Education and Universities are pursuing their identification and methods af determining these competencies the days of the millenium are not yet at hand. This study, then chose to work in the area of determining the general essential elements which are important concerns of education today and must be met with the available tools in use today.

The ad hoc committee, working under the leadership of Mr. Clinton Thomas (National Training Laboratory background) then gave this component two dimensions.

First, five categories of the investigation were framed in the following questions:

1. What characteristics of personality and previous experience should be considered in admitting students to the Portland State University teacher training program?

2. What facts, cognitive knowledge and information should be taught to teachers in training?

3. What philosophies, values and theories of learning should the university teach to teachers in training?

4. What teaching methods, skills, and practice teaching experiences should be a part of the training of teachers?

5. What inservice and retraining programs should be offered for the renewal of experienced teachers?

These five categories included the several areas defined in Bloom's Taxonomy, i.e., cognitive, affective, methodology and techniques.

Believed unique to the study was the use of the open-ended "brainstorming" technique for isolating desirable teacher characteristics, talents and skills with several groups with different orientation towards teachers and schools. This second dimension included the nine following groups:

Recent graduates of Portland State University

City Center High School Students

Suburban City High School Students

Youth Agency personnel

City Center teachers

Suburban City teachers

City Center parents

Suburban City parents

Random businessmen

A standard procedure for brainstorming[6] became the second dimension and the following procedures were selected:

(1) homogeneous groups of approximately 8 persons were invited to three-hour work sessions

(2) brainstorming procedures were carefully followed

(3) priorities were established by weighting items on 1-low, 5-high scale

(4) compilation of contributions of the various groups was made

(5) contributions of all groups were synthesized into questionnaire-survey[7] of 144 items which was administered to all groups

RESULTS:

The tabulation and statistical treatment of the items in the questionnaire presented some difficulty. After consulting with statistician researcher, George Ingebo of the Portland Public Schools, it was decided to use the rather simple technique of the favorite quartile versus the non-favorite quartile. In this technique weighted scores from each group to a given question are combined to give a gross sum number for that question. The questions are then arranged in a descending gross score order with the top quartile scores assumed to be the favorite scores. Since the items of the questionnaire were offered in brainstorming sessions as positive solutions to the five problems presented, all of the statements on the questionnaire must be considered positive. The degree of positiveness or importance is implied by the favorite quartile analysis and it can be safely assumed that the items in the favorite quartile are items of definite priority but that the list is not all inclusive nor exhaustive.

Following is the list of personal characteristics, skills, or knowledge which were found in the top quartile analysis.

1. How to listen.
2. Ability to communicate and express oneself clearly.
3. Ability to listen and understand.
4. How to get students involved.
5. Enthusiasm and optimism towards life.
6. How to motivate students.
7. In depth knowledge of subject or course to be taught.
8. How to assess needs of students.
9. Firm, fair and friendly.
10. Strong desire to teach.
11. Ability to continue when discouraged.
12. How to lead discussion.
13. How to better relate to students.
14. Forthright and honest.
15. How to teach students to study, learn, and adapt to change.
16. Self-confidence.

17. How to set student goals consistent with their abilities.

18. Willingness to work hard.

19. Techniques of open communication and problem solving.

20. How to ask questions effectively.

21. Respect for others and their opinions.

22. Techniques of discipline and classroom management.

23. Demonstrated abilities to get along with others.

24. How to be objective.

25. How to challenge without embarrassing students.

26. Not afraid of students.

27. How to teach reading.

28. Responsible and accountable.

29. How to individualize instruction.

30. Flexible and adaptable.

31. Self-critical--willing to improve and change.

32. Ability to improvise materials and adapt to unusual circumstances.

33. Patient.

34. Good sense of humor.

35. Not prejudiced against sex, race, religion, etc.

36. Sensitive to needs and feelings of others.

Following is the list of personal characteristics, skills, or knowledge which were found in the second quartile analysis.

1. Love of people and ability to show it.

2. Command and good use of English language.

3. How to organize the lesson with alternatives.

4. How to make material meaningful.

5. Good teaching should be given more recognition.

6. How to work with people you don't like.

7. Should know why he wants to teach.

8. Knowledge of the various kinds of forces that play on the lives of people to cause failure or success and happiness or unhappiness.

9. Different ways of organizing classes for teaching.

10. How to be open on controversial issues.

11. How to use aides, community resources--differentiated staff.

12. Survey and demonstration of newer methods.

13. Good speech pattern and good voice.

14. How to use community resources.

15. How to measure for student growth and learning.

16. Imaginative and creative.

17. How to work with minorities.

18. Various discussion techniques.

19. How to help students relate to each other.

20. How to find positive reinforcement and how to give it to others.

21. Earlier public school visitations (during sophomore year) of college students who feel they might go into teaching.

22. How to relate past history with present problems.

23. PSU education courses must have goals and objectives clearly stated.

24. Belief in our country and willing to work to improve it.

25. How to deal with people you don't like.

26. Desire to succeed.

27. How to build sense of "belonging" -- sense of "community" in students.

28. How to "get a class together."

29. Belief in standards.

30. Interview by committee or several individuals.

31. Psychology--teacher must understand others individually and in groups.

32. How to help students teach each other.

33. To be slow to judge others, and to gather information before judgments are made.

34. How to teach freedom of thought.

35. How to divide class into groups when this seems best learning situation.

36. Experiences and interest in working with or knowing people of several kinds of backgrounds (poor, minorities, liberals, conservatives).

37. Knowledge of career education and industry.

The analysis of the second quartile items remains an area where additional study is needed. No analysis of these items was made as a part of this study. Third and fourth quartile items[8] will be found in Appendix F.

CONCLUSIONS

1. Of the favored quartile, eighteen of the items can be grouped under the heading "technique-skills." These are:

   Item 1. How to listen.

   " 2. Ability to communicate and express oneself clearly.

   " 3. Ability to listen and understand.

   " 4. How to get students involved.

   " 6. How to motivate students.

   " 7. In depth knowledge of subject or course to be taught.

   " 8. How to assess needs of students.

" 12. How to lead discussion.

" 13. How to better relate to students.

" 15. How to teach students to study, learn, and adapt to change.

" 17. How to set student goals consistent with their abilities.

" 19. Techniques of open communication and problem solving.

" 20. How to ask questions effectively.

" 22. Techniques of discipline and classroom management.

" 25. How to challenge without embarrassing students.

" 27. How to teach reading.

" 29. How to individualize instruction.

" 32. Ability to improvise materials and adapt to unusual circumstances.

This suggests that School of Education would do well to measure their offerings against these favored quartile characteristics.

2. Of the favored quartile, fourteen of the items can be grouped under the heading of "personality, or character traits." These are:

Item 5. Enthusiasm and optimism towards life.

" 9. Firm, fair and friendly.

" 10. Strong desire to teach.

" 11. Ability to continue when discouraged.

" 14. Forthright and honest.

" 16. Self-confidence.

" 18. Willingness to work hard.

Item 21. Respect for others.

" 23. Demonstrated abilities to get along with others .

" 24. How to be objective.

" 26. Not afraid of students.

" 28. Responsible and accountable.
" 30. Flexible and adaptable
" 31. Self-critical--willing to improve and change.

The question then becomes, can a School of Education significantly develop personalities, character traits and attitudes? A School of Education must decide if it believes it can develop these characteristics, if it should be an avowed responsibility of the university, and what the curriculum should be to develop these personality traits.

There is some evidence that personalities, attitudes and characteristic traits are formed much earlier in life than the college years. If this is true, should the colleges have a more perceptive "selection for admission" policy for teachers in training in order to avoid the aphorism "you can't make a silk purse out of a sow's ear"?

Present university staffing patterns are based in part on the number of students enrolled. Another question which must be resolved is how can an institution's selective admissions improve the quality of teachers (if, as this study hints, half of the favored quartile characteristics may be brought into the training program at the time the student is admitted) when the use of selective criteria has a tendency to lower enrollments which reduces the staff (FTE) allotments, which decreases the staff size in a School of Education, and less of staff is generally considered undesirable?

ADDITIONAL ANALYSIS

The combined scores have been separated into the five categories participating in the data gathering procedures. These groups include:

1. Businessmen
2. Teachers (high school)
3. P.S.U. graduates
4. Youth Agency personnel
5. Parents

6. Students (high school)

Since they will be listed in the same descending order used previously, it will be possible to compare items through selected methods of statistical analysis.

BUSINESSMEN

Following is the list of personal characteristics, skills, or knowledge which were found in the top quartile analysis.

1. Enthusiasm and optimism towards life.
2. Ability to communicate and express oneself clearly.
3. In-depth knowledge of subject or course to be taught.
4. Forthright and honest.
5. How to assess needs of students.
6. How to better relate to students.
7. How to motivate students.
8. How to get students involved.
9. Good teaching should be given more recognition.
10. Command and good use of English language.
11. Strong desire to teach.
12. Ability to listen and understand.
13. Self starter with initiative.
14. Demonstrated abilities to get along with others.
15. Responsible and accountable.
16. Knowledge of the various kinds of forces that play on the lives of people to cause failure or success and happiness or unhappiness.
17. Self-critical--willing to improve and change.
18. Willingness to work hard.
19. Belief in our country and willing to work to improve it.
20. How to be objective.

21. How to set student goals consisient with their abilities.

22. How to teach students to study, learn, and adapt to change.

23. Techniques of open communication and problem solving.

24. Techniques of discipline and classroom management.

25. How to ask questions effectively.

26. Patient.

27. Experience of "working for a living."

28. Love of people and ability to show it.

29. Not afraid of students.

30. Desire to succeed.

31. How to teach reading.

32. How to make material meaningful.

33. Self-confidence.

34. How to work with people you don't like.

35. Ability to continue when discouraged.

36. Previous successful experiences working with young people (scouts, sunday school, neighborhood groups, etc).

Following is the list of personal characteristics, skills, or knowledge which were found in the second quartile analysis. (Businessmen)

1. Good sense of humor.

2. Imaginative and creative.

3. Sensitive to needs and feelings of others.

4. Interview by committee or several individuals.

5. How to individualize instruction.

6. Respect for others and their opinions.

7. Good speech pattern and good voice.

8. How to teach the meaning of freedom.

9. Ability to improvise materials and adapt to unusual circumstances.

10. Belief in standards.

11. Poise.

12. P.S.U. education courses must have goals and objectives clearly stated.

13. Flexible and adaptable.

14. Should know why he wants to teach.

15. Teachers should see themselves teaching on TV (closed-circuit).

16. How to build sense of "belonging"--sense of "community" in students and staff.

17. Emotionally active, but stable.

18. Smart.

19. How to relate past history with present problems.

20. Survey and demonstration of newer methods.

21. Psychology--teacher must understand others individually and in groups.

22. To be slow to judge others, and to gather information before judgments are made.

23. Various discussion techniques.

24. Rediscover sensitivity to the feelings of others.

25. How to communicate with students' parents.

26. How to deal with people you don't like.

27. How to organize the lesson with alternatives.

28. How to be open on controversial issues.

29. How to measure for student growth and learning.

30. Broader knowledge of total school activities.

NOTE: When there are less than 36 items in the second quartile, it is because there were similar scores (tie) items which could not be resolved simply.

TEACHERS

Following is the list of personal characteristics, skills, or knowledge which were found in the top quartile analysis.

1. Ability to listen and understand.
2. Enthusiasm and optimism towards life.
3. Ability to communicate and express oneself clearly.
4. Not afraid of students.
5. Flexible and adaptable.
6. Good sense of humor.
7. Self-critical--willing to improve and change.
8. Ability to continue when discouraged.
9. Strong desire to teach.
10. Belief in standards.
11. Self-confidence.
12. How to motivate students.
13. Love of people and ability to show it.
14. In-depth knowledge of subject or course to be taught.
15. How to better relate to students.
16. Demonstrated abilities to get along with others.
17. Ability to improvise materials and adapt to unusual circumstances.
18. How to ask questions effectively.
19. How to individualize instruction.
20. How to listen.
21. Respect for others and their opinions.

22. Belief in our country and willing to work to improve it.

23. Techniques of open communication and problem solving.

24. Experiences and interest in working with or knowing people of several kinds of backgrounds (poor, minorities, liberals, conservatives).

25. Firm, fair and friendly.

26. Imaginative and creative.

27. Good speech pattern and good voice.

28. Willingness to work hard.

29. Ability to talk intimately about problems.

30. How to assess needs of students.

31. Knowledge of career education and industry.

32. How to teach reading.

33. Responsible and accountable.

34. Forthright and honest.

35. Self starter with initiative.

36. Knowledge of other cultures and the related value systems.

Following is the list of personal characteristics, skills, or knowledge which were found in the second quartile analysis. (Teachers)

1. How to be objective.

2. How to lead discussion.

3. How to use community resources.

4. How to work within "the system."

5. P.S.U. education courses must have goals and objectives clearly stated.

6. Knowledge of other cultures and their value systems and characteristics.

7. Sensitive to needs and feelings of others.

8. Command and good use of English language.

9. Should know why he wants to teach.

10. How to measure for student growth and learning.

11. How to get students involved.

12. Emotionally active, but stable.

13. Patient.

14. The need to teach by setting an example.

15. How to teach the meaning of freedom.

16. Knowledge of many philosophies but belief in something.

17. How to teach reading to any grade and in many different ways.

18. Strong professional ethics.

19. Different ways of organizing classes for teaching.

20. How to organize the lesson with alternatives.

21. Talent in art, music, P.E., etc. (for elementary school candidates).

22. How to help students relate to each other.

23. How to set student goals consistent with their abilities.

24. Broader knowledge of total school activities.

25. Good teaching should be given more recognition.

26. One year of practice teaching.

27. How to build staff confidence and team effort.

NOTE: The next 9 items were "tie" items and have been omitted.

P.S.U. GRADS

Following is the list of personal characteristics, skills, or knowledge which were found in the top quartile analysis.

1. Ability to continue when discouraged.

2. Flexible and adaptable .
3. Demonstrated abilities to get along with others.
4. How to individualize instruction.
5. Techniques of discipline and classroom management.
6. How to set student goals consistent with their abilities.
7. Earlier public school visitations (during sophomore year) of college students who feel they might go into teaching.
8. Ability to listen and understand.
9. How to assess needs of student.
10. How to motivate students.
11. Enthusiasm and optimism towards life.
12. Ability to communicate and express oneself clearly.
13. Respect for others and their opinions.
14. Willingness to work hard.
15. How to get students involved.
16. How to organize the lesson with alternatives.
17. How to be objective.
18. Different ways of organizing classes for teaching .
19. Survey and demonstration of newer methods.
20. Sensitive to needs and feelings of others.
21. Firm, fair and friendly.
22. How to listen.
23. How to ask questions effectively.
24. Techniques of open communication and problem solving.
25. How to measure for student growth and learning.
26. Strong desire to teach.
27. Not afraid of students.

28. Various discussion techniques.

29. How to lead discussion.

30. How to make material meaningful.

31. How to find positive reinforcement and how to give it to others.

32. Self-confidence.

33. Responsible and accountable.

34. Patient.

Following is the list of personal characteristics, skills, or knowledge which were found in the second quartile analysis. (PSU Grads)

1. Good sense of humor.

2. Self-critical--willing to improve and change.

3. Self starter with initiative.

4. How to help students relate to each other.

5. How to challenge without embarrassing .

6. How to teach reading .

7. How to use aides, community resources--differentiated staff.

8. Ability to improvise materials and adapt to unusual circumstances.

9. Knowledge of the various kinds of forces that play on the lives of people to cause failure or success and happiness or unhappiness.

10. Love of people and ability to show it.

11. Desire to succeed.

12. Not prejudiced against sex, race, religion, etc.

13. Poise.

14. General knowledge on many subject areas.

15. Command and good use of English language.

16. How to be open on controversial issues.

17. How to teach students to study, learn, and adapt to change.

18. Forthright and honest.

19. Interview by committee or several individuals.

20. Good speech pattern and good voice.

21. How to teach reading to any grade and in many different ways.

22. How to team teach, and team plan.

23. How to help students teach each other.

24. How to better relate to students.

25. Experiences and interest in working with or knowing people of several kinds of backgrounds (poor, minorities, liberals, conservatives).

26. To be slow to judge others, and to gather information before judgments are made.

27. General knowledge in math and science.

28. How to work with people you don't like.

29. How to teach freedom of thought.

30. Opportunity to observe expert teaching.

31. How to use community resources.

32. How to build sense of "belonging"--sense of "community" in students and staff.

YOUTH AGENCY - Following is list of characteristics, skills, or knowledge which were found in the top quartile analysis.

1. Ability to listen and understand.

2. Ability to improvise materials and adapt to unusual circumstances.

3. How to set student goals consistent with their abilities.

4. How to get students involved.

5. P.S.U. education courses must have goals and objectives clearly stated.

6. How to ask questions effectively.
7. How to lead discussion.
8. Techniques of discipline and classroom management.
9. How to "get a class together."
10. How to be open on controversial issues.
11. How to be objective.
12. Techniques of open communication and problem solving.
13. How to use community resources.
14. How to teach students to study, learn, and adapt to change.
15. Knowledge of alternative schools.
16. Love of people and ability to show it.
17. Willingness to work hard.
18. Not prejudiced against sex, race, religion, etc.
19. Strong professional ethics.
20. In-depth knowledge of subject or course to be taught.
21. Different ways of organizing classes for teaching.
22. How to assess needs of students.
24. How to listen.
25. How to individualize instruction.
26. How to help students relate to each other.
27. How to help students teach each other.
28. How to work with people you don't like.
29. How to find positive reinforcement and how to give it to others.
30. How to work with minorities.
31. Self-confidence.

32. Good sense of humor.

33. Flexible and adaptable.

34. Understands the problems of others without feeling sorry for them.

35. Knowledge of many philosophies but belief in something.

36. How to challenge without embarrassing students.

37. How to organize the lesson with alternatives.

Following is the list of personal characteristics, skills, or knowledge which were found in the second quartile analysis. (Youth Agency)

1. How to relate past history with present problems.

2. Greater knowledge of value systems of various sub-cultures.

3. How to communicate with students' parents.

4. How to change without being threatening.

5. Earlier public school visitations (during sophomore year) of college students who feel they might go into teaching.

6. How to teach reading.

7. Sensitive to needs and feelings of others.

8. How to divide class into groups when this seems best learning situation.

9. Various discussion techniques.

10. How to teach freedom of thought.

11. How to write lesson plans.

12. How to team teach, and team plan.

13. How to work within "the system."

14. Greater knowledge and understanding of the community.

15. How to use aides, community resources--differentiated staff.

16. Knowledge of career education and industry.

17. Opportunity to observe expert teaching.

18. Teachers should see themselves teaching on TV (closed-circuit).

19. How to better relate to students.

20. Demonstrated abilities to get along with others.

21. Self-critical--willing to improve and change.

22. Belief in standards.

23. Opportunities to work with student in "outside of school" setting.

24. Time for community involvement.

25. Summer work/travel away from classroom.

26. How to deal with people you don't like.

27. How to build staff confidence and team effort.

28. How to motivate students.

PARENTS

Following is the list of personal characteristics, skills, or knowledge which were found in the top quartile analysis.

1. How to listen.

2. How to get students involved.

3. Firm, fair and friendly.

4. Ability to listen and understand.

5. Belief in our country and willing to work to improve it.

6. To be slow to judge others, and to gather information before judgments are made.

7. Techniques of discipline and classroom management.

8. How to teach reading.

9. Ability to communicate and express oneself clearly.

10. Patient.

11. Forthright and honest.

12. Strong desire to teach.

13. Sensitive to needs and feelings of others.

14. Should know why he wants to teach.

15. How to teach students to study, learn, and adapt to change.

16. How to make material meaningful.

17. The need to teach by setting an example.

18. How to "get a class together."

19. How to better relate to students.

20. Good teaching should be given more recognition.

21. Enthusiasm and optimism towards life.

22. Good sense of humor.

23. Responsible and accountable.

24. Interview by committee or several individuals.

25. Willingness to work hard.

26. In-depth knowledge of subject or course to be taught.

27. How to teach reading to any grade and in many different ways.

28. Psychology--the teacher must understand himself.

29. Psychology--teacher must understand others individually and in groups.

30. How to teach the meaning of freedom.

31. Knowledge of drugs, sex, and other modern social problems.

32. How to challenge without embarrassing students.

33. How to assess needs of student.

34. How to lead discussion.

35. How to ask questions effectively.

36. How to be objective.

Following is the list of personal characteristics, skills, or knowledge which were found in the second quartile analysis. (Parents)

1. How to set student goals consistent with their abilities.
2. How to work with people you don't like.
3. How to teach freedom of thought.
4. How to deal with people you don't like.
5. How to motivate students.
6. Ability to continue when discouraged.
7. Respect for others and their opinions.
8. Not afraid of students.
9. Belief in standards.
10. Understands the problems of others without feeling sorry for them.
11. Serve as a model for students.
12. Command and good use of English language.
13. The purpose of life and the meaning of happiness.
14. Various discussion techniques.
15. How to individualize instruction.
16. How to help students relate to each other.
17. How to use aides, community resources--differentiated staff.
18. Knowledge of career education and industry.
19. How to relate past history with present problems.
20. Techniques of open communication and problem solving.
21. How to measure for student growth and learning.
22. How to find positive reinforcement and how to give it to others.

23. How to communicate with students' parents.

24. How to build sense of "belonging"--sense of "community" in students and staff.

25. How to work with minorities.

STUDENTS

Following is the list of personal characteristics, skills, or knowledge which were found in the top quartile analysis.

1. Respect for others and their opinions.

2. Ability to listen and understand.

3. Not prejudiced against sex, race, religion, etc.

4. Ability to communicate and express oneself clearly.

5. In-depth knowledge of subject or course to be taught.

6. How to make material meaningful.

7. How to be open on controversial issues.

8. How to listen.

9. Strong desire to teach.

10. Firm, fair and friendly.

11. Ability to continue when discouraged.

12. Not afraid of students.

13. How to assess needs of students.

14. How to get students involved.

15. How to work with people you don't like.

16. How to motivate students.

17. Self-confidence.

18. Patient.

19. Different ways of organizing classes for teaching.

20. How to lead discussion.

21. Techniques of discipline and classroom management.

22. How to work with minorities.

23. Demonstrated abilities to get along with others.

24. Responsible and accountable.

25. How to challenge without embarrassing students.

26. How to organize the lesson with alternatives.

27. Opportunities to work with student in "outside of school" setting.

28. Knowledge of the various kinds of forces that play on the lives of people to cause failure or success and happiness or unhappiness.

29. Self-critical--willing to improve and change.

30. Willingness to work hard.

31. Should know why he wants to teach.

32. How to individualize instruction.

33. How to use aides--community resources--differentiated staff.

34. Renewal for all teachers should be scheduled automatically every few years.

35. Flexible and adaptable.

36. Self starter with initiative.

Following is the list of personal characteristics, skills, or knowledge which were found in the second quartile analysis. (Students)

1. Knowledge of the many sides of controversial issues.

2. Rediscover sensitivity to the feelings of others.

3. Teachers from "X" high school should replace students at "Y" high school and make suggestions to "Y" teaching staff.

4. How to find positive reinforcement and how to give it to others.

5. How to deal with people you don't like.

6. How to change without being threatening.

7. How to teach reading.

8. Forthright and honest.

9. Good speech pattern and good voice.

10. How to ask questions effectively.

11. How to use community resources.

12. How to teach students to study, learn, and adapt to change.

13. Techniques of open communication and problem solving.

14. How to better relate to students.

15. Personal inventory . . . bad breath, personal dress, habits and characteristics.

16. How to build sense of "belonging"--sense of "community" in students and staff.

17. Experiences and interest in working with or knowing people of several kinds of backgrounds (poor, minorities, liberals, conservatives).

18. Enthusiasm and optimism towards life.

19. Desire to succeed.

20. The purpose of life and the meaning of happiness.

21. How to set student goals consistent with their abilities.

22. Various discussion techniques.

23. Survey and demonstration of newer methods.

24. How to measure for student growth and learning.

25. Knowledge of other cultures and their value systems and characteristics.

RECOMMENDATIONS

-- Schools of Education should examine their selection criteria and processes to determine if the quality of the product can be significantly improved by more precise and predictive screening of the candidates admitted.

-- The concerns of the population must be considered in determining content for preservice and inservice training. Valuable information regarding special segments of society may be obtained by applying statistical techniques to scores of the individual groups of this study.

-- Inservice and preservice courses should be reviewed to determine if they are meeting the high priority needs for training and retraining in the areas identified in the study (group processes, skills and techniques).

-- The need for input from the multiplicity of agencies working in the area of ekistics and ecology was adequately met by simply asking for cooperation. This seems to deny the current trend to appoint a proliferation of new committees each time a problem is attacked.

SPIN OFF, APPLICATIONS, LAGNIAPPE

Using the study as a needs assessment an inservice course entitled "A Quintet of Teaching Strategies for Urban Teachers" was developed. It is now offered "on campus" and as an "off campus" inservice course at Ockley Green School. -- Evaluations rate excellent.

The Environmental Clearinghouse has become a demonstration center and is working daily in the process of retraining teachers.

A Task Force is developing a new matrix for the preservice training of teachers and this study is being used as resource material.

The School of Education now has an invitation to attend Portland School District Inservice Coordination meeting.

REFERENCES

1. Original proposal abstract, Section III.

2. Ad hoc advisory committee members, Appendix A.

3. Clearinghouse Board members, Appendix B.

4. Training Complex Board members and subcommittee members, Appendix C.

5. Three steps from original proposal, p. 3.

6. Brainstorming instructions, Appendix D.

7. Questionnaire copy, Appendix E.

8. Third & Fourth Quartile Items, Appendix F.

APPENDIX A

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APPENDIX D

PRINCIPLES FOR "BRAINSTORMING" -- THE PRODUCTION OF ALTERNATIVES

1. You will be more productive of ideas if you refrain from evaluating them or discussing them at the time they are proposed. This is important because education and experience have trained most of us to think judicially rather than creatively. By deferring judgment on our ideas, we can think up far more alternatives from which later to choose.

2. Group production of ideas can be more productive than separate, individual production of ideas. Experiments in group thinking have demonstrated that the average participants in this kind of creative collaboration can think up twice as many possible solutions as when working alone.

3. The more ideas we think up the better. In problem-solving of almost any type, we are far more likely to choose the right path toward solution if we think up 10 ideas by way of possible alternatives instead of only two or three.

* * * * * * * * * * * * * * * * * * *

PROCEDURES FOR "BRAINSTORMING"

First Phase: BRAINSTORM the problem according to the following rules:

a. All critical judgment is ruled out. We seek ideas, not critical analysis.

b. Wild ideas are expected in the spontaneity which comes when we suspend judgment. Practical considerations are not of importance at this point.

c. Quantity of ideas counts here, not quality.

d. Build on the ideas of other brainstormers when possible. Pool your wildness.

Second Phase: Now CRITICAL JUDGMENT is applied:

a. Members should review the ideas by applying their best judgment.

b. Members should be urged to seek for clues to something sound in the wildest idea.

c. Priorities should be selected for reporting to the decision-making person or group.

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APPENDIX E

--ABOUT THIS SURVEY INSTRUMENT--

The School of Education at Portland State University, under a special grant from the United States Regional Office of Education in Seattle, Washington, is studying the characteristics of successful urban teachers and successful teacher training programs. As a part of the study, this survey instrument was developed by sample groups of social agencies, urban and suburban students, teachers and parents through standardized process including "brainstorming." The statements included in this survey instrument were identified and written by the various sample groups and then synthesized into the enclosed questionnaire.

SCHOOL OF EDUCATION--PORTLAND STATE UNIVERSITY--URBAN TEACHER ASSESSMENT

The following checklist will help us analyze those things you think are important in training teachers. You should place the appropriate number by each statement in the space provided. No. 1 suggest the item is unimportant, No. 2 below average importance, No. 3 average importance, No. 4 quite important, No. 5 very important.

EXAMPLE:

unimportant	below average importance	average importance	quite important	real important
(1)	(2)	(3)	(4)	(5)

If you were responsible for choosing people to enter the teacher training program at Portland State University .....

What previous background of personal experience would you look for?

_____ 1. Previous successful experiences working with young people (scouts, sunday school, neighborhood groups, etc.)

_____ 2. Previous participation in school activities (clubs, teacher aide, service groups, athletics, etc.)

_____ 3. Experiences and interest in working with or knowing people of several kinds of backgrounds (poor, minorities, liberals, conservatives.)

_____ 4. Experience of "working for a living"

_____ 5. Previous leadership experience

_____ 6. Demonstrated abilities to get along with others.

_____ 7. Experience in overcoming failure or adversity

_____ 8. Should have experience of raising own children

_____ Other: _____

_____

What evidence of knowledge, skills, talents and training would you look for in choosing candidates to begin teacher training at PSU.

(Note: Candidates usually apply at the end of their second year of college and spend the next two years in teacher training).

_____ 1. Good college record of grades

_____ 2. Good record of college and high school activities

_____ 3. Knowledge of other cultures and their value systems and characteristics.

_____ 4. Talent in art, music, P.E., etc. (for elementary school candidates)

_____ 5. Background of hobbies, skills, handyman, homemaking abilities

_____ 6. Ability to improvise materials and adapt to unusual circumstances

_____ 7. Knowledge of the various kinds of forces that play on the lives of people to cause failure or success and happiness or unhappiness.

_____ Other: _____

What qualities of personality and attitude would you look for in choosing teacher candidates?

_____ 1. Enthusiasm and optimism towards life

_____ 2. Ability to communicate and express oneself clearly

_____ 3. Ability to listen and understand

_____ 4. Self-confidence

_____ 5. Love of people and ability to show it

_____ 6. Good sense of humor

_____ 7. Self-critical--willing to improve and change

_____ 8. Belief in standards

_____ 9. Flexible and adaptable

_____ 10. Ability to continue when discouraged

_____ 11. Respect for others and their opinions

_____ 12. Not afraid of students

_____ 13. Emotionally active, but stable

_____ 14. Patient

_____ 15. Firm, fair and friendly

_____ 16. Responsible and accountable

_____ 17. Forthright and honest

_____ 18. Imaginative and creative

_____ 19. Smart

_____ 20. Desire to succeed

_____ 21. Understands the problems of others without feeling sorry for them.

_____ 22. Serve as a model for students

_____ 23. Strong desire to teach

_____ 24. Slow to judge

_____ 25. Not prejudiced against sex, race, religion, etc.

_____ 26. Belief in our country and willing to work to improve it

_____ 27. Sensitive to needs and feelings of others

_____ 28. Willingness to work hard

_____ 29. Self starter with initiative

_____ 30. Ability to talk intimately about problems

_____ Other: _____

What physical characteristics and appearance standards would you look for?

_____ 1. Good speech pattern and good voice

_____ 2. Not too square, not too far out. Clean and casual.

_____ 3. Poise

_____ Other: _____

What would you include as a part of the selection of candidates?

_____ 1. Letters of reference

_____ 2. Interview by committee or several individuals

_____ 3. Record of college grades

_____ 4. Good test scores on a national ability test

_____ Other: _____

_____

What facts and knowledge should a teacher in training learn while at Portland State University?

_____ 1. In depth knowledge of subject or course to be taught

_____ 2. Command and good use of English language

_____ 3. Knowledge of other cultures and the related value systems

_____ 4. General knowledge on many subject areas

_____ 5. Knowledge of the many sides of controversial issues

_____ 6. How to teach reading to any grade and in many different ways

_____ 7. Psychology--the teacher must understand himself

_____ 8. Psychology--teacher must understand others individually and in groups

_____ 9. Knowledge of first aid

_____ 10. Knowledge of drugs, sex, and other modern social problems

_____ 11. General knowledge in math and science

_____ 12. Differences between urban and suburban problems

_____ Other: _____

What theories of learning, values and philosophies should be included in PSC teacher training?

_____ 1. Should know why he wants to teach

_____ 2. The need to teach by setting an example

_____ 3. How to teach the meaning of freedom

_____ 4. To be slow to judge others, and to gather information before judgments are made

_____ 5. The purpose of life and the meaning of happiness

_____ 6. Knowledge of many philosophies but belief in something

_____ 7. Knowledge of American philosophy in Education

_____ 8. Strong professional ethics

_____ Other: _____

_____

What teaching skills, methodologies and techniques should be a part of the practice teaching experience at Portland State University?

_____ 1. Different ways of organizing classes for teaching

_____ 2. How to ask questions effectively

_____ 3. How to divide class into groups when this seems best learning situation

_____ 4. How to assess needs of students

_____ 5. How to organize the lesson with alternatives

_____ 6. How to lead discussion

_____ 7. How to get students involved

_____ 8. How to challenge without embarrassing students

_____ 9. Various discussion techniques

_____10. How to "get a class together"

_____11. How to listen

_____12. How to be objective

_____13. How to individualize instruction

_____14. How to set student goals consistent with their abilities

_____15. Opportunities to work with student in "outside of school" setting

_____16. How to help students relate to each other

_____17. How to help students teach each other

_____18. Knowledge of audio-visual materials

_____19. How to team teach, and team plan

_____20. How to be open on controversial issues

_____21. How to teach freedom of thought

_____22. Techniques of discipline and classroom management

_____23. How to write lesson plans

_____24. How to work with people you don't like

_____ 25. How to work within "the system"

_____ 26. To begin as a teacher aide, then move into practice teaching

_____ 27. How to use community resources

_____ 28. How to teach students to study, learn, and adapt to change

_____ 29. How to relate past history with present problems

_____ 30. Techniques of open communication and problem solving

_____ 31. How to measure for student growth and learning

_____ Other_____

What types of inservice programs (for renewal and retraining) would be of most value to experienced Portland teachers?

_____ 1. Greater knowledge and understanding of the community

_____ 2. Greater knowledge of value systems of various sub-cultures

_____ 3. How to use aides, community resources--differentiated staff

_____ 4. Knowledge of career education and industry

_____ 5. Opportunity to observe expert teaching

_____ 6. Knowledge of alternative schools

_____ 7. Time allotted for inservice training during the school day

_____ 8. Time for community involvement

_____ 9. Summer work/travel away from classroom

_____ 10. Personal inventory ... bad breath, personal dress, habits and characteristics

_____ 11. Broader knowledge of total school activities

_____ 12. Rediscover sensitivity to the feelings of others

_____ 13. Survey and demonstration of newer methods

_____ 14. Teachers from "X" high school should replace students at "Y" high school and make suggestions to "Y" teaching staff.

_____ 15. Teachers should see themselves teaching on TV (closed-circuit)

_____ 16. How to better relate to students

_____ 17. How to find positive reinforcement and how to give it to others

_____ 18. How to communicate with students' parents

_____ 19. Advanced training in Group Dynamics

_____ 20. How to write behavioral objectives

_____ 21. How to build staff confidence and team effort

_____ 22. How to relate subject being taught with total school program

_____ 23. How to **build sense** of "belonging" -- sense of "community" in students and staff

_____ 24. How to deal with people you don't like

_____ 25. How to organize staff/student retreats

_____ 26. How to teach reading

_____ 27. How to make material meaningful

_____ 28. How to motivate students

_____ 29. How to change without being threatening

_____ 30. How to work with minorities

_____ Other _____

MISCELLANEOUS:

_____ 1. PSU professors must teach love of students, love knowledge, use various teaching skills and methods: teach by example.

_____ 2. Earlier public school visitations (during sophomore year) of college students who feel they might go into teaching

_____ 3. One year of practice teaching

_____ 4. Knowlege of where social and health agency help can be found

_____ 5. PSU Education courses must have goals and objectives clearly stated.

_____ 6. Minimize education courses at PSU. Learn education concepts while in year of practice teaching in the public schools.

_____ 7. Teachers should not moonlight while teaching

_____ 8. Renewal for all teachers should be scheduled automatically every few years

_____ 9. Stabilize elementary curriculum in basic skills: especially in math there are too many curriculum changes

_____ 10. Teachers should observe and make suggestions to other teachers

_____ 11. Good teaching should be given more recognition

_____ Other suggestions for improving teacher training or inservice retraining of teachers. _____

_____

PLEASE USE REVERSE SIDE FOR COMMENTS--

APPENDIX F

Listed below are the two lower quartiles of the general compilation referred to on page 9. The item assigned #1 is considered to be least important by the people involved in this study. No specific analysis of these lower two quartiles has been made.

1. Should have experience of raising own children.
2. Emotionally active, but stable.
3. Knowledge of first aid.
4. Good test scores on a national ability test.
5. Teachers should not moonlight while teaching.
6. Teachers from "X" high school should replace students at "Y" high school and make suggestions to "Y" teaching staff.
7. How to organize staff/student retreats.
8. Background of hobbies, skills, handyman, homemaking abilities.
9. Differences between urban and suburban problems.
10. Good record of college and high school activities.
11. Knowledge of American philosophy of Education.
12. Minimize education courses at PSU. Learn education concepts while in year of practice teaching in the public schools.
13. Time allotted for inservice training during the school day.
14. Renewal for all teachers should be scheduled automatically every few years.
15. Stabilize elementary curriculum in basic skills: especially in math there are too many curriculum changes.
16. Previous leadership experience.
17. Previous participation in school activities (clubs, teacher aide, service groups, athletics, etc.)

18. PSU professors must teach love of students, love knowledge, use various teaching skills and methods: teach by example.

19. Not too square, not too far out. Clean and casual.

20. How to write behavior objectives.

21. General knowledge in math and science.

22. Record of college grades.

23. Teachers should observe and make suggestions to other teachers.

24. The purpose of life and the meaning of happiness.

25. Summer work/travel away from classroom.

26. Letters of reference.

27. Personal inventory -- bad breath, personal dress, habits and characteristics.

28. Advanced training in Group Dynamics.

29. Slow to judge.

30. Time for community involvement.

31. Knowledge of where social and health agency help can be found.

32. Ability to talk intimately about problems.

33. Good college record of grades.

34. How to relate subject being taught with total school program.

35. Experience in overcoming failure or adversity.

36. Knowledge of the many sides of controversial issues.

37. Knowledge of other cultures and their value systems and characteristics.

38. How to write lesson plans.

39. Opportunity to observe expert teaching.

Appendix F (continued)

42. To begin as a teacher aide, then move into practice teaching.

43. How to teach the meaning of freedom.

44. Opportunities to work with student in "outside of school" setting.

45. Smart.

46. Greater knowledge of value systems of various sub-cultures.

47. Greater knowledge and understanding of the community.

48. Experience of "working for a living."

49. Knowledge of drugs, sex, and other modern social problems.

50. Knowledge of alternative schools.

51. Broader knowledge of total school activities.

52. How to change without being threatening.

53. Teachers should see themselves teaching on TV (closed-circuit).

54. How to team teach, and team plan.

55. Knowledge of other cultures and the related value systems.

56. Knowledge of many philosophies but belief in something.

57. Previous successful experiences working with young people (scouts, sunday school, neighborhood groups, etc.)

58. Serve as a model for students.

59. Poise.

60. Strong professional ethics.

61. General knowledge on many subject areas.

62. Self starter with initiative.

63. The need to teach by setting an example.

Appendix F (continued)

64. How to build staff confidence and team effort.

65. Understands the problems of others without feeling sorry for them.

66. How to teach reading to any grade and in many different ways.

67. How to find positive reinforcement and how to give it to others.

68. Experiences and interest in working with or knowing people of several kinds of backgrounds (poor, minorities, liberals, conservatives).

69. Knowledge of career education and industry.

70. How to divide class into groups when this seems best learning situation.